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ABSTRACT

The Standing Conference of European Ministers of Education prompted this report by their need to know about the impact of 1975 and 1977 official actions on various aspects of migrant education in their member countries. Answers to questionnaires sent to member countries and organizations in May 1978 are synthesized according to: (1) use of Council of Europe school career and health record: (2) the training of teachers, educators, and animateurs: (3) bilateral agreements: (4) the problem of the return home: (5) the native language and culture: and (6) technical and vocational training. Special issues on research, legislation, information, and participation are reported for some countries. It is concluded that an accurate evaluation is not possible because of the working method used to get results, inconsistency of answers to questions, and lack of time to implement the resolutions. Suggestions for appropriate changes in research methods are given, and the belief is stated that the problem of educating migrants and their children is far from being solved, nor is any rapid solution in view. It is emphasized that problems arising out of socio-cultural integration of migrants are even more serious than strictly technical and educational matters, and plans for their solutions should be carried out without hesitation, retreat, or deviation. (JD)

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STANDING CONFERENCE

OF

EUROPEAN MINISTERS OF EDUCATION

Eleventh Session

The Hague, 10 - 13 June 1979

MIGRANTS' EDUCATION

Report prepared by

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COUNCIL OF EUROPE

Strasbourg, France

RC 012216

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A. INTRODUCTION

Resolution No. 1 adopted by the Standing Conference of European Ministers of Education at their Tenth Session in Strasbourg from 28 to 30 June 1977 asked the Committee of Senior Officials to prepare for the Eleventh Session a report evaluating the effects of both that Resolution, on the Education of Migrants, and Resolution No. 2 of the Ninth Session of the Standing Conference held in Stockholm in 1975 on the same subject.

In order to carry out this task, with which I was entrusted by the Committee of Senior Officials in November 1977, I was able to draw on the important report prepared by Professor Egger who had already assessed the repercussions of Resolution No. 2 adopted at Stockholm. But it proved necessary to know also from the outset the reactions of member countries and international organisations to Resolution No. 1 adopted in Strasbourg. To this effect, a new questionnaire was prepared in co-operation with the Secretariat and the author of the former report. This new questionnaire had a dual objective :

a. To know the changes which had effectively taken place in each member country after answering the questionnaire prepared by Professor Egger on the repercussions of Resolution No. 2 adopted at Stockholm, between then and today.

b. To know the possible repercussions of the Strasbourg Resolution No. 1.

The questionnaire which was sent out to the countries on 23 May 1978 by the Secretariat was answered by the majority of member countries.

Moreover, reports were received from the following international organisations on their activities in the field of migrants' education :

- The Council of Europe;
- The European Economic Community;
- OECD;
- UNESCO.

As a result of its proposed dual objective, the questionnaire comprised two types of questions. On the one hand, countries were requested to complete, confirm or enlarge on their 1976 answer with special reference to the following points:

- use of the school record,
- training of teachers, animateurs and educationists,

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- bilateral agreements.

They were asked, furthermore, to evaluate the situation in their country with regard to the following three themes the importance of which had been increasing over the past years :

- the problem of the return,
- teaching of the language and culture of origin,
- the problems connected with technical and vocational training.

A country-by-country synthesis of the replies will be found below. The lay-out of the former questionnaire has been followed and special attention has been given to the need for the reply to appear in an objective manner.

A third part refers to issues dealt with by certain countries. Owing to their importance, these issues represent an essential complement or change to the reply given in 1976, but do not fit in to the former sectors.

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B. SYNTHESIS OF COUNTRIES' REPLIES

I. REPLIES TO THE 1978 QUESTIONNAIRE

a. Use of the Council of Europe school career and health record

According to the Council of Europe report, this school record presents a summary of the knowledge and aptitudes of the migrant worker's child, gives a brief analysis of his school career, and a synopsis of the child's personal characteristics and aptitudes; it also gives information about the parents as well as about vaccinations and the state of health.

AUSTRIA

It is not planned to reconsider the use of this type of material because the school documents corresponding to the record have been abolished in the new school legislation. The re-introduction of this type of document solely for foreigners would be tantamount to a discrimination which would create two categories of pupils.

DENMARK

The record was introduced during the school year 1978/79. It is stated that it is used also for pupils who go from Denmark to countries which are not members of the Council of Europe. Records are produced in Serbo-croatian, Arabic and Urdu (Pakistan).

FEDERAL REPUBLIC OF GERMANY

All the "Länder", with the exception of Baden-Württemberg, take part in an experimental scheme to introduce the school record. Each "Land" decides on the way in which the scheme is to be applied. It is considered that the school record will be a failure if it is applied only in some countries or only in those which receive foreign children.

FINLAND

Comparable certificates are in use at the level of compulsory schooling between Finland and Sweden.

FRANCE

A circular note published in the Official Bulletin of the Ministry of Education (No. 78-006 of 5 January 1978) set out the methods of using the school record as from its entry into force during 1978/79.

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In this circular, it was foreseen that the record would be used in primary schools, secondary schools including the "lycées", and apprenticeship schools.

It was to apply not only to foreign children who had studied in France and who would leave French territory, but also to French children who study in the member countries of the European Community.

Each child arriving in France should have a school record according to the legislation in force in the country of origin. This document could be transmitted via diplomatic channels or directly by the parents to the receiving institution.

The documents referring to each child should be kept by the corresponding institution and added to the new school record which would be made out when the child leaves French territory.

The method of transmitting school records from France to a foreign receiving institution is via the diplomatic channel.

IRELAND

The reply does not really cover the theme in question. For many years, there has been a standard school record for moving from primary to secondary education.

ITALY

The school record was adopted as from 1977/78.

LUXEMBOURG

In 1977, the Ministry of Education published a school and health record for migrant pupils, and later sent a request concerning its use to communal administrations. Local authorities were asked to provide all pupils leaving Luxembourg territory with a record, whether they were returning to their country of origin or taking up residence in another country.

MALTA

The school record was introduced in Malta in 1976 for students coming from member States of the Council of Europe. The data used for filling up the school record are taken from the regular school report at present in use in Malta.

NETHERLANDS

The school record was introduced as an experiment during 1978/79.

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SPAIN

By a ministerial decree of 23 October 1978, the use of the record was approved not only for Spanish children going to member countries of the Council of Europe, but also for Spanish and foreign children coming from other member countries to take part in the Spanish education system.

SWEDEN

The Swedish government decided in 1976 to entrust the National Board of Education with the task of introducing on an experimental basis the school record in a limited number of municipalities. An evaluation report is planned for 1980.

SWITZERLAND

The school authorities of the "Cantons" were informed of the existence of the school record by a circular letter of 14 April 1977. They do not plan to make a systematic use of it. Recourse could be made to the record in case of return to the country of origin and at the express request of the child's parents.

UNITED KINGDOM

The Government has consulted those concerned about the possibility of using the school record.

Some difficulties are envisaged concerning its use and it is planned to use the record experimentally in some parts of the country starting in 1979 to see how these might be overcome.

In England and Wales, local authorities are free to decide on the form and content of school records, and the Government is currently reviewing the existing arrangements. In Scotland, a standard school record card is in use which was introduced in 1975.

b. The training of teachers, educators and animateurs

AUSTRIA

During the summer of 1976, 13 Turkish teachers took a special short course combining intensive German language instruction and pedagogical information on methods of giving supplementary teaching of the mother tongue as well as on the Austrian school system, organisation and legislation.

BELGIUM

Some limited experiments have been carried out within a three-year project organised in three schools in Genk. These experiments are being developed through meetings of the Belgian and/or foreign teaching staff in order to achieve a better integration of migrant workers' children.

DENMARK

At the beginning of the school year, some 3-day courses are arranged in Copenhagen for teachers with foreign children in their classes.

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These courses deal with :

- methodological questions;
- teaching materials;
- information and guidance about the cultural and social background of migrant children.

From 1978, the Royal Danish College of Education is organising two courses for teachers on the following themes:

- Problems of integration;
- Educational issues;
- Danish as a foreign language;
- Characteristics of the language of the country of origin. Co-operation with parents;
- Preparation of teaching material.

FEDERAL REPUBLIC OF GERMANY

This is still in the initial stages. In some universities, for instance Bremen, there is a course on the teaching of the German language to foreign children.

In some institutes and academies there are courses for German as well as foreign teachers on the principles and methods of teaching foreign children and ensuring their social integration.

Foreign teachers may take special courses to improve their knowledge of German.

FRANCE

Supplementary training and information centres have been set up for the schooling of migrant children (CEFISEM) to train teachers of French for migrant children. Cf. Note of 25 June 1975 and circulars No. 76-387 and No. 77-310 of 4 November 1976 and 1 December 1977. The Centres of Lyons, Douai, Grenoble, Paris and Marseilles were set up by circular No. 76-387 and those of Metz and Mérignac by circular No. 77-310.

These Centres are sections of the Teacher Training Colleges and are designed to receive, according to their specific needs, all those involved in the schooling of foreign children.

They concern particularly those teachers who are called upon to teach in initiation classes or those who have a large number of foreign children in their classes.

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IRELAND

Educators and animateurs are not a feature of the Irish system.

There is provision for optional teachers' courses on teaching backward children, immigrants being included in this category.

ITALY

The Italian Law No. 327, which was promulgated on 26 April 1975 and came into force in August of the same year, provides for special courses to train teachers already teaching abroad.

Qualification courses in various subjects and their organisation are set out in a Ministry of Education decree.

Continued training courses for teaching Italian are being run in Italy by the Directorate General for Cultural Co-operation of the Ministry of Foreign Affairs for the training of teacher trainers abroad.

NETHERLANDS

Courses are being held for foreign teachers who teach children in their mother tongue in primary schools. These courses cover :

- the Dutch language;
- information on Dutch society;
- information on the Dutch education system.

Courses are also being developed for Dutch teachers who teach basic Dutch to foreign children at pre-school, primary and secondary levels. These courses deal with :

- cultural and social information on Mediterranean countries;
- methodology of teaching children whose language is not Dutch;
- teaching Dutch as a second language.

Some 20 foreign-language counsellors have been appointed for schools in zones with a high density of immigrants in order to guide and help both teachers and pupils.

SPAIN

Brief preparation courses are organised when the number of teachers for a given country warrants it. In May 1977 and in January 1978, courses were arranged for teachers going to France.

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There is also a plan for continued training of teachers of migrant children. This training scheme has been organised by the National Institute of Education Sciences (I.N.C.I.E.), and it is beginning to be applied in the United Kingdom. This plan is designed to evaluate and bring up to date the teaching methods used in the receiving countries by Spanish teachers.

Qualification courses : It is planned to organise in 1979, in Spain, qualification courses for teachers who are later to become teachers of Spanish children in foreign countries.

The training of animateurs : The Board for the Development of Education of the Spanish Institute of Emigration has commissioned the services of a special unit to give short training courses for animateurs through the Spanish Parents Associations throughout Europe.

SWEDEN

In the autumn of 1977, a two-year course was launched in the Teacher Training Colleges of Stockholm, Mölndal and Malmö for teachers of the country of origin's language. These courses are taken by Finns, Yugoslavs, Greeks, Turks and Danes.

Other courses are run for teachers who speak Finnish as well as for bi-lingual pre-school teachers who speak Finnish, Greek or Serbo-croatian.

The training for teachers of the language of origin was begun during the summer of 1976 while information on the teaching of the mother tongue was sent round to municipalities in 1977. Teachers were recruited for pre-school and compulsory education.

SWITZERLAND

The following is a short synthesis of the report presented to the Council of Europe by Claudine Gruwez :

Initial training : Part of the training and information on the education problems of migrants is given within the training colleges, either to all pupils, or as an optional course for students of pedagogics and methodology, as well as in the universities.

The principal aims are :

- training to teach the language of the receiving country through audio-visual methods;
- creating an awareness of the affective, human, social and linguistic problems facing immigrant children.

The inter-cultural training which is given in the Teacher Training College of Sulgenbach (Bern) and in the Cantonal

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Training College of Lucern, are quoted as models of the initial training given.

Recurrent training : The main events in this field were: the Seminar on Continuous Training which took place in Geneva and the Working Meeting of Saint-Gall.

The first aimed at collecting the maximum amount of information on the evolution of the migration phenomenon and to study how schools could take account of the diversity of cultures for the benefit of all pupils. Teachers of all nationalities and all education levels took part.

The meeting in Saint-Gall aimed at arranging personal meetings between foreign and Swiss teachers, joint thinking about the best way of drawing benefit from the meeting of various national cultures within the school system, and seeking possible solutions to the psychological conflicts which arise from the integration of migrant children in the Swiss school and social system while at the same time maintaining their culture of origin.

The seminar was attended by 80 teachers of various nationalities.

All the material concerning both initial and recurrent training has been integrated into specific courses for pre-school, primary and lower secondary education.

The training of staff for extra-curricular activities: The aim of this training scheme is to give appropriate basic or educational information about school problems.

This training is usually given during half-day sessions, and is designed for small groups of people and is basically geared to supporting tuition and homework assistance.

TURKEY

Six-month foreign language courses are given for teachers of Turkish children abroad.

Some receiving countries organise also six or seven-week language courses for Turkish teachers on their arrival.

UNITED KINGDOM

Initial and in-service training courses have been arranged and constantly developed for teachers in order to take account of teachers' needs in respect of the multi-cultural aspects of society.

The booklet "Education in Schools", published by the Government in July 1977 following a nation-wide debate, reflects the point of view that more should be done in this respect.

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One of the proposals in the booklet is that within the teacher training system a network of study and training centres should be set up to provide in-service training to meet certain special needs. Multi-cultural education was considered as one of the fields in which such centres could specialise.

Between 1977 and 1981, in-service continued training activities will be multiplied by four.

Likewise, the difficulty of having only a small number of teachers from ethnic minority groups must be overcome. Certain local authorities have been requested to develop special preparatory courses to raise the level of the students coming from these minority groups.

c. Bilateral agreements

AUSTRIA

Joint bilateral committees of experts have been set up with Yugoslavia and Turkey.

At its 7th meeting in May 1978, the joint Austro-Yugoslav committee dealt with the following matters :

- teachers
- school curricula
- schooling
- teaching material
- admission to special schools
- pre-school education.

A special model was created for supplementary education.

The activities of this joint committee are described in Article 15 of the Agreement between Austria and Yugoslavia concerning co-operation in cultural, scientific and educational matters.

At its 3rd meeting in April 1978, the joint Austro-Turkish committee used the agenda of the Austro-Yugoslav committee.

CYPRUS

No bilateral agreement has been signed. Close co-operation exists at all levels with the authorities in Great Britain.

DENMARK

There is a Danish-Yugoslav cultural programme for the period 1978/81, and Article 12 of this programme stipulates that a meeting of specialists in education should be held to review the present situation and study opportunities for more effective co-operation.

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FEDERAL REPUBLIC OF GERMANY

In some cases, special bilateral committees have been set up in the context of existing bilateral cultural agreements.

At present, the following committees exist: Germano-Greek, Germano-Italian, Germano-Turkish and Germano-Yugoslav.

These committees meet annually and alternately in each of the signatory States.

There have been seven such meetings from 1976 to 1978, dealing with the following topics:

- pre-school education
- tutorial arrangements for foreign pupils in the Federal Republic of Germany and for their re-integration in the countries of origin
- recruitment of foreign teachers, etc.

Contacts have also been established with the consular and diplomatic missions of the countries of origin concerning the following topics:

- training of foreign teachers
- teaching aids
- information for and motivation of foreign parents
- organisation of tutorial systems to teach the native language.

FINLAND

In 1976, a Finnish-Swedish educational council was appointed for the following three years. This council is a permanent guidance and co-ordinating body for the Governments of Finland and Sweden. It deals with the problems of Finnish emigrants in Sweden and those returning to Finland.

During the next three years, special emphasis will be placed on co-operation in the development of curricula, teaching material and teacher training.

In 1976, a working party of the national committees for general education of Finland and Sweden was set up. It deals with the topics referred to above, and is responsible for the continued training of teachers.

FRANCE

The new bilateral decisions taken concerning the schooling of emigrant children at elementary level are set out in the minutes of the Joint Cultural, Scientific and Technical Committees set up by France and the countries concerned.

These have led to the publication of Ministry of Education circulars sent out to the rectors. In addition to those already existing for Italy, Tunis, Spain, Portugal and

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Morocco, there is now one for Yugoslavia (circular No. 77-447 of 22 November 1977) and another for Turkey is about to be published.

IRELAND

No special legislation has been promulgated, nor has any bilateral or multi-lateral agreement of this type been signed.

ITALY

For some years, Italy has had agreements with host countries and has established joint committees, eg. with Switzerland. There are also paragraphs in the bilateral cultural agreements, specifically concerned with the subject of education for emigrants.

NETHERLANDS

There is no new bilateral agreement.

SPAIN

Conversations are taking place with the French Government concerning the problems arising out of education for Spanish emigrants in that country, with a view to facilitating the use of the teaching media which are essential to achieve an educational balance.

An agreement between the Spanish and Dutch Governments is at present passing through the ratification procedure in the respective Parliaments.

There is a tendency to include the topic of teaching for Spanish emigrants in the context of subjects dealt with by the joint committees for the supervision and development of cultural agreements.

Accordingly, there are no special bilateral agreements on this subject.

SWEDEN

Bilateral advisory groups have been set up jointly with the emigration countries.

The Swedish-Finnish Education Committee was set up in 1967 and re-organised in 1976. It consists of a permanent guidance body for the purpose of mutual information, consultation and planning concerning the education of Finnish children in Sweden and those returning to Finland. In 1977, the Finnish delegation published a booklet entitled "The Finnish School System". It has a Standing Group

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to deal with problems concerning school curricula, teaching material and all topics relating to teachers.

Swedish-Yugoslav Committee: this was set up in 1972 and re-organised in 1976. It deals with matters relating to migrant children in pre-school education, compulsory education at secondary level and adult education. It also discusses school curricula, work plans, vocabularies in the native language, teacher training, teaching material, research and the exchange of information. The Committee meets twice a year.

Swedish-Greek Committee: its activities are similar to those of the Swedish-Yugoslav Committee. A Greek vocabulary is being prepared.

Ad hoc Swedish-Turkish Group: a temporary group is about to be set up and it will meet twice in 1978.

SWITZERLAND

At present, joint committees exist with Spain, Italy, Turkey and Yugoslavia, and these are concerned with two basic principles: the integration of children into Swiss schools (guarantees for equal opportunities) and the material possibility for migrant workers' children to maintain their knowledge of their native language and the culture (to ensure their re-integration if they return home).

TURKEY

Turkey has bilateral agreements with Germany, Austria, France, Netherlands, Sweden and Switzerland.

These agreements cover the following items:

- particular importance to be given to the teaching of the host country's language
- importance also to be attached to the maintenance and development of the knowledge of the culture of the country of origin
- a study by the host country of ways of introducing the Turkish language as a second language in compulsory school curricula
- guaranteed access to vocational and technical education for Turkish pupils who have no diploma after completing compulsory education
- organisation of training courses for teachers responsible for the education of migrant children
- lastly, preparation of teaching material.

UNITED KINGDOM

No bilateral cultural agreements exist relating to emigrants.

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d. The problem of the return home

BELGIUM

It is felt that courses in the native language facilitate re-integration into the countries of origin.

DENMARK

Courses in the native language are organised in 15 languages. It is felt that this teaching will facilitate the return home.

FINLAND

There are special general and technical curricula in Finnish schools for pupils returning from Sweden. Almost half the children returning from Sweden follow these curricula.

All children in Finland who return from abroad are entitled to follow these curricula. These classes are given at the most convenient time, including during school hours.

Lessons are short and groups very small. The main topic is the language, but attention is also given to other subjects in which difficulties arise. Teachers receive guidance and teaching aids.

The duration of special education is adjusted to the difficulties actually encountered by each child. Many of the migrant children returning to Finland are able to continue their studies in Swedish.

FRANCE

In view of the more or less uncertain situation concerning the return home of children, and in order to establish an order of priorities, it is felt that the best way of facilitating the return of migrant children is to promote classes in the language and culture of the country of origin.

ITALY

Instructions have been issued by the Ministry of Education to the local authorities to facilitate to the maximum the assessment of the standards of preparation acquired in the host countries with a view to completing studies in the country of origin.

Out-of-school activities are organised in schools to facilitate the integration of the children into the new environment.

Decrees issued by the Ministry of Education for the formal recognition in Italy of diplomas acquired at various educational levels, in application of the Act of 3 March 1971, No. 153.

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LUXEMBOURG

In order to facilitate the re-integration of pupils into school on their return to their country of origin, special courses in the mother tongue and culture are given in Luxembourg under the responsibility of the school authorities of emigration countries. Pilot experiments, begun in 1976 to include each week two hours of mother tongue and culture in the regular school syllabus for migrant children, were continued in 1977/78. Marks obtained by pupils at mother tongue and culture classes are recorded in the official Luxembourg school records. This decision was agreed between the Luxembourg authorities and those of Italy, Portugal and Spain.

NETHERLANDS

The educational policy of the Dutch Government is based on the assumption that most migrants will stay in Holland for a long period. Therefore, the policy is based on two principles :

i. The migrant children need extra attention so that they can, as soon as possible, learn Dutch and fully participate in school and community.

ii. Facilities must be offered to teach the migrant children their own language and culture not only for the sake of their own cultural identity, but also with a view to their re-integration into the society of their home country should they return.

SPAIN

In general, no structures exist in the host countries to prepare the migrant children for their return.

In the canton of Neuchâtel, migrant children are permitted to be absent from Swiss schools for three months before their families finally return home with a view to concentrating on their studies in the Spanish language.

Parents' associations are calling for the intensification of Spanish courses and classes at the normal and vocational school level to enable the children to become better integrated into the Spanish school system when they return home.

Generally speaking, no structures have been set up to facilitate the re-integration of children who have returned.

The Ministry of Education and Science Order of 27 May 1977 promotes re-absorption and facilitates admission to Spanish schools for children who have returned home.

There is also a table of equivalences for primary and secondary studies covering most of the immigration countries.

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The Royal Decree of 2 March 1978 will facilitate considerably the administrative procedures for obtaining that recognition.

A Law on return home is being drawn up and will be tabled in Parliament. The text will include a number of articles relating to the education of migrant children.

Provisions are also being drawn up to establish equivalences in technical and vocational education.

A study is being prepared on the problems of adjusting Spanish migrant children who have returned to Spain to the school system.

A census has been taken of children who have returned, their place of residence, and the centres in which they are now studying.

TURKEY

It is intended to take a census in order to establish the exact number of children who have returned to Turkey, and organise courses in the Turkish language for them.

Courses in the language and culture of origin, given by Turkish teachers outside school hours in the schools of the host country, facilitate the integration of these children when they return home.

UNITED KINGDOM

There are no significant problems connected with return to the country of origin.

e. The native language and culture

AUSTRIA

At the meeting of the Austro-Yugoslav Joint Committee in May 1978, a "special model" was established for the teaching of Yugoslav children in Austria. Syllabuses were prepared by Yugoslavia and adjusted to the specific features of the Austrian school system.

Instruction in the native language is provided by Yugoslav teachers of whom there are at present 46. These teachers are recruited by the Governments of the "Länder" under special contracts.

Teaching material and textbooks are provided by Yugoslavia and approved by the Austrian school authorities.

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Similarly, Turkish teachers are informed about the "model" within which they are required to provide supplementary instruction in the Turkish pupils' native language.

At the present time, 45% of the Turkish children attending school in Austria receive this instruction.

BELGIUM

In Limburg, courses are organised in the afternoon - on Wednesday - after lunch, and sometimes on Sunday morning for foreign children attending primary schools. The teachers in these courses come from the countries or origin and are financed by the latter. Premises are provided by the Belgian schools. The subjects taught are the language and culture - and sometimes also the religion - of the different countries.

In the context of this bi-cultural experiment, classes in the first and second forms are given in the native language during the normal school hours. Accordingly, Italian, Greek and Turkish children (the experiment is confined to these countries and to only three pilot schools) receive four hours of instruction a day in their own language and follow the curricula of the country of origin. This programme is confined to the first three years of elementary education. It is intended to extend this form of instruction and these methods, or similar ones, and make them compulsory as requested by the EEC.

The bi-cultural/multi-cultural teaching project was launched on the initiative of the EEC and carried out in co-operation with that Organisation, the Belgian Ministry of Education (Flemish section), State education and subsidised education. One of the project's objectives is to prevent the breakdown of the family unit and facilitate the return to the country of origin.

CYPRUS

The Government supports the promotion of the teaching of the native language to Cypriots living abroad. Nevertheless, children have to adapt themselves to the educational system of the country in which they live.

Since 1976, there has been a service for Cypriots abroad which, in co-operation with the Ministry of Education, seeks to promote the social, cultural and educational advancement of Cypriots living in other countries.

The production of free textbooks to teach the language and culture of Cyprus has been continuing since the early 70s.

An educational mission attached to the Cypriot High Commissioner's Office in London offers technical assistance to Cypriot Community Schools in Great Britain and to British schools teaching the native language of Cypriot emigrants.

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The Ministry of Education finances and supervises private schools set up by Cypriot firms in the Persian Gulf and the Arab Emirates for Cypriot children.

DENMARK

The Ministry of Education Memorandum No. 179 of 8 March 1976 states :

> Section III - teaching of the native language to non-Danish pupils.
>
> Paragraph 11 - The municipalities or districts are responsible for providing instruction in the native language to non-Danish pupils attending compulsory education in Danish primary and lower secondary schools if there are at least 10 pupils who ask for instruction in that language and if a teacher is available. This instruction must be given throughout the school year.
>
> If there are only a few pupils, they must be sent to other municipalities, districts, or schools in order to receive that instruction. Expenses will be borne by the municipalities in which the children reside.

In addition to instruction in the native language, it is also possible to include instruction in the geography, history, life and institutions of the countries of origin, adjusted, as far as possible, to the form in which these subjects are taught in the countries concerned. The parents' wishes must be taken into account. This instruction, which will cover from 3-5 hours a week, will be given outside the school time-table and can be arranged on Saturdays with the parents' approval.

Efforts will be made to ensure that the native language is taught by suitably qualified teachers from the country of origin. Classes may also be given by Danish teachers who have acquired special qualifications to teach the language concerned.

FEDERAL REPUBLIC OF GERMANY

Foreign children who go to German schools and do not receive instruction in their native language, normally have an opportunity to attend five one-hour classes a week for that purpose, covering the language, literature, history and geography of their country of origin. Classes are given by teachers from the countries concerned. This teaching is paid for by the German authorities and supervised by the Departments of Education of the "Länder". In Baden-Württemberg, Berlin, Hamburg, the Saar and Schleswig-Holstein, the organisation of this teaching is the responsibility of the country of origin and it is financed by the German authorities who also provide classrooms.

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FINLAND

The municipalities receive state aid to recruit bi-lingual staff for pre-school education. Children under six with linguistic problems can begin pre-school education. The municipalities cover the costs.

Sweden was employing 1,150 Finnish-speaking teachers in the school year 1977/78. When the Act of 1 July 1977 on the native language of emigrants came into force, state aid to purchase teaching material was abolished.

Most Finnish emigrants do not enter upper secondary education because of language difficulties.

Since the autumn of 1977, Sweden has been providing upper secondary education in Finnish on the basis of a course covering two years.

In the autumn of 1978, two theoretical and two practical streams will be introduced at this level. This will affect the central and western parts of Sweden. Plans have also been made to introduce vocational instruction in Finnish in 11 towns during the autumn of 1978.

FRANCE

The Ministry of Education has expressed a preference for courses given within the context of the introductory activities in schools, which, within a reasonable period, will make it possible to organise inter-cultural activities involving French and foreign children.

The number of children receiving "integrated instruction" increased from 5,000 in 1975 to more than 35,000 in 1978. However, courses outside school hours will have to continue since - by using the opportunity to group pupils - they ensure that national languages will be taught to groups of children regarded as too small in number by the foreign authorities in France, in order to create integrated courses.

The foreign authorities are responsible for the contents of courses in the national languages under the supervision of the French authorities, in order to guarantee that these are in keeping with the spirit of French introductory educational activities, especially at elementary level.

The national language is taught for three hours a week, either outside the school time-table, or during introductory activities. In the latter case, this time-table does not include inter-cultural activities which will be officially introduced in a circular to be published very shortly.

Assessment of school work in respect of the national language is a matter for the foreign teachers who are required to adjust their evaluation criteria, as far as possible, to those used by their French colleagues, and they are recommended to establish close relations with them. The

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courses organised by the French Ministry of Education in the CEFISEM for recently appointed foreign teachers are designed to introduce them to the French education system and the functioning of schools, and enable them to collaborate with French teachers in establishing educational approaches which are as similar as possible.

The situation of foreign teachers has already been fairly well defined. The resolution of 29 June 1977 laid down conditions for their nomination, recruitment and remuneration, and their place in the French school, together with their relations with the educational team.

Regarding the general regulations governing the residence of aliens in France, Ministry of Labour circular No. 120-78 of 15 December 1977, and Ministry of Education circular No. 78-057 of 2 February 1978, set out the procedure whereby the foreign teachers can obtain a special "EM" booklet issued by the Foreign Ministry and giving them the official status of foreign officials on educational missions.

Regarding secondary education, circular No. 77-345 of 28 September 1977 made it possible to organise language and cultural courses for pupils of all nationalities on the premises of the colleges.

ITALY

The competent committees of the diplomatic and consular offices within the various countries, in co-operation with the local authorities, organise courses in the Italian language and culture in the host countries.

In Italy, training courses are organised to prepare teachers responsible for giving instruction in the language and culture abroad, in Italian cultural institutes.

In pursuance of Act No. 172 of 6 June 1975, and the Decree of 10 May 1976, the Italian Government makes a financial contribution towards the dissemination of culture and information concerning Italian life among migrants in the press (in the native language or in bi-lingual editions) of the countries where most Italian migrants are to be found.

NETHERLANDS

Instruction for migrant workers' children in their native language and culture takes place in the same legal context as normal education. Thus the municipal and school authorities are responsible for it and have to draw up the study plan - including educational aids - and select and appoint foreign teachers.

Wherever the school can do so, and if the parents so desire, foreign teachers will be recruited for every group of at least 12 children of the same language in order to provide them with training in their own language and culture. At

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present, there are 200 foreign teachers in primary education. If possible, this instruction is given within the normal school time-table of 1,000 hours per annum. Otherwise, lessons take place on Wednesday after lunch or on Saturday mornings.

International linking classes have been established in secondary education; their aim is to provide equal opportunities in school for foreign children by means of supplementary education.

Some of the foreign teachers who work as interpreters in these schools give classes in the native language and culture and help the pupils with their homework.

NORWAY

In some towns, the migrant children are taught Norwegian, and are later given instruction in their own language and culture.

The Deichmanske Library in Oslo has a large collection of books in Arabic, Urdu, Hindi, Turkish and other languages, financed out of public donations.

Booklets are published in a number of languages on social problems, legal rights, taxes and public health.

In three Norwegian towns, the local radio stations broadcast weekly programmes in Urdu, English and Finnish, containing general information and news bulletins from the main emigration countries.

A number of projects exist, some of which have already been launched, whereby the parents and migrant children attend instruction courses together about life and society in Norway. These courses are organised by the local authorities, often with the co-operation of private organisations.

SPAIN

Spain continues its policy of sending teachers abroad. Since 1976, it has created 271 school units coming under the Committee for the Educational Promotion of Spanish Emigrants. Thirty in the Federal Republic of Germany, fifteen in Belgium, 159 in France, eight in Holland, twenty-eight in England, twenty-eight in Switzerland and one in Denmark, Luxembourg, and Portugal respectively.

In view of the rising age of the school population, secondary education has been introduced. At present, there are about 4,000 pupils studying for the Spanish school leaving certificate in Europe: the proportion of pupils varies according to the linguistic difficulties. Thus, for example, 80% of all pupils who reach secondary education prepare for the French school leaving certificate, with the Spanish language and culture equivalent to the subject taught in the Spanish secondary school; this teaching is done through the

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INBAD (Instituto Nacional de Bachillerato a Distancia). The remaining 20% follow the Spanish secondary education.

On the other hand, in the Federal Republic of Germany, only 20% of all pupils attend German secondary schools. The remaining 80% receive Spanish education.

The policy of the restricted creation of Spanish education centres is being continued wherever there are large numbers of Spanish children. The following Spanish schools exist at present: four in France, and two in the United Kingdom. There are also other Spanish centres, such as the Spanish Institutes for the school leaving certificates in Paris, Rome, Lisbon, Andorra, Tangiers, Casablanca, Tetuan and other schools in these and other towns.

The experiment being conducted at the National College of "Canada Blanch" in London is particularly interesting. Its originality lies in the creation of a unified study plan satisfying both Spanish and English academic requirements. The plan covers the Spanish infants, elementary and medium levels and the equivalent English infant, junior, middle and secondary school grades. This enables the pupils to obtain Spanish and English academic certificates alternatively or jointly.

The Board of Studies comprises English and Spanish teachers. In September 1978, provision was made for the appointment of four graduates to bring the Centre's Board of Studies up to strength.

In Belgium, an experiment is being made to integrate Spanish teachers into Belgian Boards of Studies.

The Netherlands authorities are supporting an experiment on education in the Spanish language and culture at pre-school level.

Consideration is being given in France to the preparation of special textbooks with which to teach Spanish migrant children in their own language.

SWEDEN

In the spring of 1976, Parliament approved the education legislation for the internal reform of schools. This includes the teaching of the native language to migrant children.

In the spring of 1977, Parliament approved the award of state scholarships for the teaching of the native language to migrant children.

Parliamentary resolutions enable all children and young people living in Sweden, in families who normally speak a language other than Swedish, to receive instruction in their native language. The qualifying condition is that their parents or guardians should speak that language at home with the children.

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Present legislation: Order amending the Education Order of 1971, promulgated on 18 May 1977. This Order lays down regulations for the teaching of the native language, studies guidelines for this instruction, the various options available and decisions to be taken regarding other subjects. It also deals with the temporary appointment of teachers in the native language ("Teacher 22"), their employment and selection and other matters. This "Teacher 22" plan came into force as from 1 January 1978.

Order of 16 June 1977 relating to state aid for the teaching of the native language at pre-school level. This aid is granted by the State to municipalities for all children aged six who receive instruction in their native language.

Order of 18 May 1977, amending the Order of 1958 relating to state aid for compulsory education. Financial aid will increase in proportion to the needs arising up to 1980 in the various municipalities.

Order of 18 May 1977, amending the Order of 1966, relating to state aid in upper secondary education.

Order of 5 May 1977 amending the Order of 1975, relating to state finance for the teaching of literature. This aid will be given to publishers producing literature in the languages of minority or immigration groups.

The municipal authorities have the right and duty to take the necessary measures to implement legislation concerning the teaching of the native language. This includes publishing offers concerning this instruction. A census will also have to be taken of the number of pupils receiving it. Each municipality will decide independently how to implement all this in practice.

Regarding co-operation, it is necessary to provide for contacts between pre-school education and compulsory education in order to ensure continuity. Contacts between the school and the migrant family will also have to be promoted by engaging interpreters, if necessary, and through the good offices of parents' associations.

Bi-lingual teaching staff are essential at the pre-school level. Groups of pupils in which most children speak the same language, or a number do so, are also useful. Instruction in the native language must not take the form of a lesson, but be based on everyday life and in children's games. Fairy tales, stories, music and songs from the children's countries of origin are good ways of bringing them into contact with their own culture and traditions. In order to qualify for full scholarships, children aged six must receive at least four hours' teaching in the native language per week, although in special cases they may be awarded part of the scholarship even if they receive fewer

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hours' instruction. The municipal authorities are required to provide opportunities for promoting and stimulating a knowledge of the native language among the youngest children. The main ideas about work with migrant children in pre-school education can be studied in the booklet entitled "Migrant Children in Pre-school Education", which is part 4 of a series entitled "Work Programme for Pre-school Education".

Rules 15 and 16 of the General Regulations accompanying time-tables in the study plan for compulsory education of 1969 have ceased to be applied in compulsory education since the school year 1977/78, and the Circular of 16 June 1966 on the financing of, and regulations for, auxiliary education has also ceased to be applicable. On the other hand, the educational document entitled "The teaching of migrant children and others" remains in force.

The National Board of Education is reviewing the study plan for compulsory education and urges that policy aims concerning immigrants and minorities should be included in the general aims of school education.

In upper secondary education, the study plan makes few references to immigrants, although, at the present stage of the review, a study is being made of the need for regulations and guidelines. A vocabulsry of the native language is also being prepared, together with methodological instructions for the teaching of the native language and Swedish to immigrant students. It is hoped to have the final version of the material drawn up concerning immigrant students in upper secondary schools available in the spring of 1978. It is being prepared by a number of municipalities. The Circular of 7 April 1972 to the National Board of Education concerning the replacement of a foreign language by the native language of immigrant students in upper secondary schools has ceased to be applicable.

The National Board of Education has drawn up lists of teaching aids for teaching immigrants in compulsory education and in upper secondary education.

The Institute for Information concerning teaching aids (SIL) has been instructed to report on teaching aids for immigrants as from the financial year 1977/78. It will gradually take over this task from the National Board of Education.

At the present time, lists of teaching aids exist in Danish (1977), Finnish (1976), Yugoslav (1975), and Turkish (1977); and lists of material are being prepared in Greek, Estonian, Hungarian, English, German and other languages.

There is a permanent exhibition of teaching aids for immigrants in Stockholm, patronised by the National Board of Education, the Institute for Information on Teaching Aids and the National Council for Health and Social Welfare.

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The Swedish Association of Local Authorities has completed a study designed to co-ordinate imports of foreign educational material.

Regarding research, numerous studies have been completed or are in progress on bi-lingual teaching: eg. models, teaching materials, etc. The National Board of Education has recommended that six new studies entitled "Immigrants and National Minorities" be conducted in the financial year 1978/79.

Detailed work is being done in the field of information. In May 1977, a special number in 12 languages of the state periodical devoted to immigration "Invandrartidningen" was published. The topic was the teaching of the native language and the periodical was distributed to 221,000 migrant families. In January 1978, the National Council for Health and Social Welfare published a booklet entitled "The right of migrant children to their native language in pre-school and compulsory education" which will be circulated in 12 languages in the state periodical on immigration. The National Board of Education and the National Immigration and Naturalisation board have announced in a circular their intention to co-operate with immigrants' organisations in the dissemination of information concerning schools and the reform of instruction in the native language.

In 1975, 18,500 pupils in compulsory education were receiving instruction in the native language, whilst in 1977 the figure was already 28,800. In 1977, instruction in the native language was given in 50 different languages at the compulsory education level.

SWITZERLAND

On 14 May 1976, the Conference of Cantonal Directors of Education accepted a number of principles for the schooling of migrant workers' children. These included a recommendation to the cantons to include, in compulsory education curricula, a minimum of two hours a week instruction in the language and culture of the country of origin (this becomes optional in secondary education). In view of the Swiss Federal structure and having regard to the fact that these are only recommendations, each canton applies these principles as it deems fit.

TURKEY

Courses in the native language and culture are given by Turkish teachers outside school hours in the schools of the host country.

At the meeting in April 1978 of the Austro-Turkish Joint Committee, the Turkish delegation requested that Turkish be included as a compulsory foreign language for Turkish children attending secondary schools.

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At present, 1,095 Turkish children are receiving supplementary instruction in their native language out of the 2,679 enrolled in Austrian schools.

The Austrian delegation announced the immediate carrying out of surveys in a number of Federal States to establish requirements concerning the extension of supplementary instruction.

The Turkish delegation asked for classrooms to be made available for supplementary instruction in the native language and the inclusion of this language in the normal school time-table. It also asked that qualifications in this subject be recorded in the children's school leaving certificate.

Regarding material equipment, Turkey supplies textbooks and audio-visual teaching aids which have to be approved and controlled by the Austrian Committee. Austria provides premises and the necessary equipment together with Turkish reading books available in Austrian bookshops.

UNITED KINGDOM

The Council of the European Communities published a directive on 25 June 1977 concerning the education of migrant workers' children and covering inter alia the maintenance of their native language and culture. Although this directive does not confer any right, and Great Britain does not intend to make any distinction between migrants from the European Economic Community countries and other migrants, a number of experiments are being conducted in order to assess the value, efficacy and implications of the implementation of the directive. That will make it possible to prepare a report within four years, as was requested.

A project for the teaching of the native language financed by the EEC, has been launched in Bedfordshire. This concerns the teaching of Italian and Punjabi to children. In September 1978, an experimental teaching plan based on the use of Punjabi was introduced in two Bradford schools.

f. Technical and vocational training

BELGIUM

In principle, firms recruiting staff make no distinction between Belgian and foreign diplomas. But that does not mean that, given the present economic situation, foreign workers are not at a disadvantage when seeking employment.

Belgian nationality is necessary for employment in the public services, although exceptions are made in a few cases.

FEDERAL REPUBLIC OF GERMANY

Qualifications gained in the countries of origin are formally recognised by the competent authority if application is made, always provided that they are comparable to qualifications obtainable in the Federal Republic of Germany.

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ITALY

Recognition of technical and professional qualifications gained abroad by Italian migrant workers is provided for under Act No. 153 of 3 March 1971.

On the other hand, there is not sufficient reciprocity on the part of the host countries regarding qualifications gained in Italy.

The problems and difficulties in this matter are the result of differences between education systems

NETHERLANDS

The number of special technical and vocational courses for migrants that were in preparation in 1978 was considerably larger than in 1977. These courses will start in 1979.

SPAIN

There is no adequate legislation facilitating the recognition of professional qualifications gained by Spanish immigrants in the various European countries.

The situation is somewhat similar regarding Spanish qualifications in most European countries.

The main difficulty in this matter can be ascribed to the considerable differences between the study curricula in each country.

UNITED KINGDOM

The rules of the bodies which validate qualifications for technical and vocational education allow colleges to admit students with foreign qualifications to follow diploma courses. In some cases the colleges themselves have discretion on the admission of these students.

There is no official list of equivalences, but each case is decided on its merits on the basis of similar cases.

Regarding courses organised by the Manpower Services Commission, there are no definite rules for assessing the migrants' qualifications. Each case is judged on its merits and in so far as it is comparable to the equivalent British studies. However, experience acquired by the individuals concerned, and the place in which they obtained this experience, often carry more weight when employers recruit them.

The aforesaid validating bodies have no established standards for recognising studies which have been begun but not completed.

The same is true of courses which have been completed, but in which the individual has failed to pass an examination.

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II. ANSWERS NOT INCLUDED IN THE 1978 QUESTIONNAIRE

Various themes

BELGIUM

Legislation

In 1978 an anti-crisis bill was enacted. According to this Act, pre-school and primary education establishments with at least 50% of foreign workers' children may recruit teachers for complementary teaching.

Prospective complementary education teachers could, therefore, be taken on within the framework of educational projects for migrant children like those of Genk and Ghent.

FINLAND

Research

Research on emigration in Finland has been carried out. One important theme of the enquiry is the educational problems of migrant children.

Furthermore, six studies concerning the education problems of migrant children have been published.

Information

Finland has 30 officials whose task it is to give possible migrants information about conditions of employment and educational opportunities in Finland. These consultants also provide information about the labour market situation in Sweden, as well as on housing and education facilities, etc. They also give information on employment and the school.

Since the autumn of 1975, the Migration Commission has published in Finnish and Swedish a review entitled "Suomen Snoma-Finlandsnytt" which deals with the economic, social and educational development of Finland. This quarterly review is distributed free of charge.

A folder entitled "The education system in Finland" has been published for those who return to the country.

NETHERLANDS

In the Government's declaration of policy, January 1978, the Prime Minister states that priority will be given to the education of migrant children.

The budget of the Ministry of Education and Sciences for 1979 shows an expansion of the measures which will be taken on behalf of the migrants.

The main objective of the educational facilities for migrant children is to offer equal opportunities to them in developing their personality within the Dutch society.

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Therefore, it will be necessary to pay special attention to the knowledge of the Dutch language, and problems that are linked up with their own cultural background. Furthermore, one must actively use every opportunity to promote their integration into the Dutch educational system. Their own cultural background will enable the various groups to make a positive contribution to the Dutch culture. Bi-cultural education must be complementary to the Dutch education.

In his budget speech in 1978, the Minister of Education and Sciences announced that a paper concerning the education of cultural minorities would be presented in 1979.

SPAIN

Legislation

Spain has adopted the following legislation :

- Order of 14 June 1977 re-naming and re-organising the Council for Educational Provision for Migrant Spaniards.
- Order of 14 November 1977 governing the delivery abroad of diplomas and certificates corresponding to general basic education.

Participation

Through consultative and advisory committees, Parents' Associations take part in the Board for the Educational Development of Spanish Migrants.

SWEDEN

Research

The Ministry of Education has considered it essential to devote a great deal of its economic possibilities to the study and development of teaching methods in the field of language and general education for foreigners as well as to the publication of textbooks and other educational material. It has also prepared a standard school proficiency test in various subjects.

SWITZERLAND

In November 1976, the Federal Consultative Commission on the problems of foreigners drew up a set of recommendations under the title "Social integration of foreigners through the schooling of their children". The Federal Council, the Cantonal Government and the Committee of the Conference of Cantonal Directors of Public Education have seen to it that they were widely disseminated. These recommendations may be summarised as follows:

- Information and co-operation of parents (Parents Associations);

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- Teaching of the languages of the country to adults, in particular housewives;
- Supervision of the children's homework;
- Co-operation among teaching staff.

About half of the cantons are considering the possibility of migrant parents participating in the work of the school committees. In certain towns, parents associations have been set up to organise conferences and debates, etc. on schooling problems.

UNITED KINGDOM

Some local authorities are beginning to entrust specialised teachers with the task of maintaining close relations between the school and the migrant family with a view to providing counsel and guidance on any type of problem likely to arise as a result of linguistic and cultural differences. They also try to encourage families to participate in the education of their children.

Research

There is a large number of completed or ongoing studies on the educational needs of ethnic minorities and on the difficulties and problems of multi-racial education. These studies are being undertaken by the Department of Education and Science, the Schools Council, the Social Science Research Council, and by other foundations.

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C. REPORTS BY INTERNATIONAL ORGANISATIONS

COUNCIL OF EUROPE (*)

1. Experimental classes for the children of migrant workers

The Council of Europe started this activity in 1972. Its purpose is to integrate migrants' children in the school system and into the general environment of the host country. Experimental classes are subsidised by the Council of Europe. After each school year, the institutions carrying out the experiment submit to the Secretariat of the Council of Europe a report on the criteria used, the methodology, the problems and solutions found. These reports are published by the Council of Europe. A consultant expert has been charged with the assessment of the methods of organising and carrying out experimental classes with a view to making recommendations for the maximum efficiency of this initiative.

2. School career and health record

The idea is to obviate the difficulty of obtaining objective information concerning the schooling of migrant children going through very different education systems. The school record sets out in summary form the knowledge and aptitude of the migrant worker's child and analyses briefly his previous schooling; it also provides information concerning the parents as well as data on vaccinations and state of health.

The school record has been laid out in a simple and uniform manner in ten languages (Portuguese, Greek, Turkish, Italian, Dutch, German, English, French, Swedish and Spanish). The school record is filled up by the teachers and school authorities of the country in which the child is attending school.

Some countries like Denmark, Italy, France and the Netherlands have decided to introduce the school record at least on an experimental basis. Belgium and Luxembourg will disseminate it among migrants. The Federal Republic of Germany is going to use it experimentally in almost all the Länder, and Switzerland will adopt it in certain Cantons. After this period of experimentation an evaluation will be carried out.

3. The training of teachers of migrant children

The Council for Cultural Co-operation (CCC) launched in 1977 a four-year programme for the training of teachers in charge of migrant children. This programme has two sides : the analysis of the training of teachers in the host country and the preparation for these teachers of information dossiers on the culture and education system of both the country of

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(*) Full text of report available from the Secretariat on request.

origin and the host country. The purpose of this programme is to make trainers as well as present and future teachers aware of the social, psychological, cultural and educational problems of the migrants so as to facilitate the insertion of the children in the community of the host country without losing the riches of their culture of origin.

In 1977, Council of Europe experts visited eight pilot experiments in Sweden, the Netherlands, the Federal Republic of Germany, France, the United Kingdom and Switzerland. A final study on the subject, to be published in 1979, will make proposals for the inter-cultural training of teachers.

The CCC plans to offer in 1979/80 two experimental in-service training courses in order to make known to teachers, trainers and other persons working with migrant children the ideas and experiments of the member countries of the CCC.

The Council of Europe will launch from 1979 onwards a programme of co-production of European audio-visual material for the education of migrants.

4. Language learning

In connection with the modern languages project of the Council of Europe, three pilot projects were launched in 1978 in Sweden, France and the Federal Republic of Germany respectively. Their purpose is to analyse the needs of migrant workers and their families with regard to communication, so as to define the most appropriate objectives and language learning methods. The first concrete results will be analysed by a colloquy which will take place in Sweden in 1979.

5. Initiatives of the Parliamentary Assembly of the Council of Europe and of the Conference of Local and Regional Authorities of Europe (CLRAE)

The Parliamentary Assembly has concentrated its attention on the relatively new phenomenon of second generation migrants because of their growing demographic importance. To this end, Recommendation 841 (1978) adopted on 30 September 1978 advocates a series of specific measures in relation to young migrants. A special effort is required in the educational field (pre-school education, compulsory schooling and vocational training). Host countries and countries of origin are recommended to co-operate to implement these measures.

The CLRAE underlines, in its Declaration of Principles concerning cultural activity at regional and local level (appended to Resolution 97 (1978) adopted at the 13th Session of the Conference), that the cultural development

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of migrants must be a permanent objective of the cultural policy of regions and municipalities.

The contribution of the CLRAE to the Conference of European Ministers responsible for Local Authorities (Stockholm, 7 - 8 September 1978), which was adopted by the Conference, is enshrined in Resolution 101 (1978) on the participation of the individual in local public life; it includes a full section about the participation of immigrants. It particularly stresses the teaching of the language as well as bi-cultural education.

EUROPEAN ECONOMIC COMMUNITY (EEC) (*)

The EEC has a series of activities concerning the cultural education and the vocational training of migrant workers and their families. These activities are carried out along the following two lines :

- The implementation of action programmes. There are two action programmes, that of December 1974 and that of February 1976.
- The preparation and implementation of the Council directive of 25 July 1977 on the education of the children of migrant workers.

1. Implementation of action programmes

From 1975 to 1978, the Commission concentrated much effort on the education of migrant workers' children. Changes in school structures and teaching methods seem essential if the Community is to avert the risk of creating a large sub-proletariat with no chance of integrating itself into the social and economic life of the host environment. In the course of 1978/79, the Commission will study and assess its existing measures as well as experience gained so far. It is hoped to launch from 1980 onwards a further series of pilot schemes.

1.1 Social action programme

The European Centre for the Development of Educational Training participates in an experimental study on the employment situation of 2,800 young people in the Federal Republic of Germany. Results are expected to be at hand by the end of 1979.

According to the June 1974 and December 1977 decisions of the Council, the Commission is authorised to offer economic assistance out of the funds of the European Social Fund to member countries so that they may provide migrant workers' children with teaching adapted to their needs.

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(*) Text of report available from the Secretariat on request.

The Fund may also offer assistance for the training and employment of social workers and teachers responsible for the education of migrants. The Fund only covers half of the expenditure.

The projects carried out by the Fund in 1977 cover 80,000 migrant children, 150,000 adults and 3,250 teachers and social workers.

Seven of the studies and pilot schemes financed by the Fund have been completed.

1.2 Action programme in the field of education

The Resolution of the Council of 9 February 1976 lists the following obligations as pertaining to member States :

- to organise reception classes including the intensive teaching of the language or languages of the host country;
- to facilitate the teaching of the language and culture of the country of origin, where possible during school hours and in conjunction with the country of origin;
- to provide information to the families concerning educational facilities available to them.

Meetings of experts are held annually. In 1977 the question of vocational training and its planning for young migrants was discussed.

Provision has been made for a series of symposia on educational themes in 1978 and 1979.

Five applied studies are being carried out in Bradford, Brussels, Liège, Mönchengladbach and Roubaix with detailed methods for the educational and vocational guidance of foreign children.

A study is being carried out to discover the best bi-cultural teaching methods to be applied for immigrants. This study analyses various systems: the bi-lingual systems in Luxembourg, Ireland and Wales, and in the J.F. Kennedy-School in Berlin, as well as other bi-cultural methods.

As far as the mass media are concerned, the radio and television authorities have found that Great Britain provides the most interesting education programmes for immigrants. These programmes are broadcast via television and radio. The programme Parosi is considered the most noteworthy among them all.

In addition to the study being carried out in the Federal Republic of Germany on the vocational training of migrant children, two further studies are foreseen in the 1978 programme. The first concerns the drawing up of a test to evaluate the progress made by immigrant children in the apprenticeship of the language of the host country. The

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second concerns the teaching of the language of the host country to migrant children and their families.

In 1979, the Commission hopes to finance a study on a preparation of a non-verbal test. However, during 1979 the main thrust will be directed at developing school programmes to integrate the language and culture of origin into the programme of the host country.

Under the auspices of the education Committee, pilot schemes were started in a few member States on the training of teachers in methods of reception and teaching of the culture of origin.

Among the pilot schemes, mention should be made of the projects adopted for the training of French teachers by the Directorate General for Schools of the French Ministry of Education in collaboration with the CREDIF and the CEFISEM.

Furthermore, the Ministry of Education of Nordrhein-Westfalen and the Italian Consulate-General in Dortmund have organised an enquiry group under the guidance of Alfa for Italian primary school teachers.

The Alfa group has been asked to evaluate the various existing schemes, for example the pilot schemes in Genk/ Waterschei, Leiden, Paris and Bedford. This assessment will be submitted to the Commission in April 1980.

New pilot schemes are planned for the years 1978 and 1979 in Luxembourg and Denmark. One of these new schemes is intended to facilitate the transition of young migrants from the education system to working life.

In order to give teachers, research workers and administrators working on migrant education the opportunity of exchanging their experience and points of view, the Commission has drawn up a wide programme of seminars for the years 1978 and 1979.

In the whole field of education, the Commission maintains close relations with UNESCO and the Council of Europe. Furthermore, during 1979, the information network on educational themes between the various ministries of education in the EEC member countries will become operational.

2. Directive on the education of the children of migrant workers

On 25 July 1977, the Council adopted Directive 77/486/EEC on the education of the children of migrant workers who are nationals of a member State (OJ No. L 199 of 6 August 1977, p. 32).

This Directive requires the host country to provide tuition to facilitate initial reception, including, in particular, the teaching - adapted to the specific needs of these children - of the official language, or one of the official languages, of that country. The host country must also

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ensure that both initial and further training is provided for the teachers who are to be responsible for the education of migrant workers' children.

Finally, the Directive requires the host country to take appropriate measures, in cooperation with the country of origin, to promote the teaching of immigrant children's mother tongue and culture. This must be coordinated with normal education, ie. it must be fully integrated into the curriculum.

The Directive only has binding force in respect of children who are dependents of nationals of another member State who either are, or have been, employed in the State where the children are resident. However, the Council adopted a declaration confirming its political resolve - and that of the member States - to achieve the objectives laid down in the Directive for all categories of immigrants.

More than half the 2,000,000 immigrant children attending schools in the Community fail, on completing their compulsory schooling, to obtain the qualification necessary to undertake advanced secondary education, technical education or vocational training. The proportion of migrant workers' children going on to apprenticeships or long-cycle secondary education varies, depending on country and region, between 3% and 30% (cf. studies on educational and vocational guidance for migrant workers' children). Every year, therefore, more than 100,000 migrant workers' children leave school without any job qualification and with no hope of obtaining one. Unless the member States take immediate action on a scale commensurate with the number of immigrants, their educational systems will continue to filter out second-generation migrants into a sub-proletariat whose resentment will rapidly create an explosive situation.

OECD

The OECD has been giving serious policy attention to the social and economic consequences of the migration problem in its European member countries. The main reports, which concern those aspects rather than specifically educational issues, were made available as reference documents to the Rapporteur.

Of particular interest is a report entitled "International Migration", which touches on the theme of the re-adaptation of children to the education system, and a model scheme for facilitating the re-insertion of migrant workers who return to their country of origin.

UNESCO

Interest in the education of migrant workers and their children was aroused during the seventeenth session of the General Conference of UNESCO in 1972. Resolution 1.142 was therefore adopted at that session, and in it the Director-General was authorised to further the effective and universal recognition

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of the right to education and to promote equality of educational opportunity and treatment. According to this resolution, UNESCO has carried out several projects after 1976.

The Literacy Division organised a training seminar in January 1977 on the methodology and organisation of literacy programmes for migrant workers in Sweden.

As a follow-up to the International Seminar held in April 1976 in Geneva, a survey was undertaken in collaboration with the National Commission of Algeria, Italy, the Netherlands, and Migrant Workers Associations - Federazione Colonie Libere Italiene in Swizzera, Federacion de Asociaciones de Espanoles Emigrantes en Francia, Greek Federation in Sweden - on the expectations and aspirations of migrant workers in the field of education and training. The report of this survey is available in English and French, and was the principal working document of a meeting of organisers of activities for migrant workers' education which was held in 1978 on "the role of associations of migrant workers in the education and training of migrant workers and their families". Intergovernmental and non-governmental organisations were invited to participate.

In order to improve the quality of education for migrant workers and their families, an exchange programme is being initiated in 1978 between the educators of migrants in the countries of immigration, and those in the countries of emigration, with the assistance of the national authorities concerned, with a view to familiarising those educators with the cultural and social background of the migrant workers and their families. Upon return, these educators are expected to organise seminars and courses in their own countries for educational workers from their own and from neighbouring countries who also serve migrants and their families. The programme will thus have a multiplier effect. In its planning and implementation, close consultation will be maintained with other bodies active in this field.

As part of the measures to improve the education of the children of migrant workers in foreign countries, non-governmental organisations and private foundations competent in this field, were assisted in organising seminars, symposia, national surveys or training and refresher courses.

With regard to the dissemination of information concerning the education of migrant workers and their families, the Secretariat, in co-operation with the National Commissions of Austria, Italy, the Netherlands, Switzerland and Portugal, has prepared a directory of international, regional and national organisations and associations, public or private, concerned with the education of migrant workers and their families. This directory also contains bibliographical entries relating to the publications and study plans of the organisations and associations.

A book based on the studies undertaken by Finland, Sweden, France and Yugoslavia on the "education of migrant workers and

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their families" has been issued in 1978 in English, French, Spanish and Arabic. This book is addressed to teachers, social workers, educational planners and administrators of migrant workers' education.

The Secretariat is only now acquiring its own experience in the education of migrant workers and their families. The programme for migrant workers will gradually fall into the activities undertaken by the agencies of the United Nations, by the other international organisations, whether governmental or non-governmental, competent in this sphere. Efforts will be made to associate National Commissions, parcicularly those of the countries of origin of migrant workers, and private foundations interested in questions concerning migrants, in the execution of the programme.

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D. CONCLUSIONS

In our view, the contents of Professor Egger's report and the replies by the member countries and international organisations to the questionnaire sent in 1978 permit the following conclusions :

1. The working method so far followed does not make it possible to evaluate accurately the practical results of the Resolutions adopted by the Standing Conference of European Ministers of Education. In respect of the Resolution adopted in 1975, the countries were required to submit a reply in 1976 and most of their replies did not correspond to the actual aims pursued. Indeed, their answers described the situation concerning the education of migrants as it existed at the time in 1976.

   The result was practically the same regarding the questionnaires we sent out. The differences noted in relation to the earlier situation are minimal. As for the replies relating to further problems arising out of the implementation of the Strasbourg Resolution No. 1, it is extremely doubtful whether any country would have been able to say anything, even about the preliminary effects of that Resolution, in view of the very short period between the adoption of the Resolution itself in June 1977 and the despatch of the questionnaire in May 1978.

   Therefore, it would perhaps be more appropriate to change the working method as follows:

   - the Committee of Senior Officials could report regularly to the Conference, every four years and as a matter of high priority, on the application of its resolutions on this subject.
   - questionnaires could be sent to the member States one year in advance of the Conference, and although provision might be made for a descriptive part concerning the existing situation, direct reference should be made to problems which might be encountered by each of the member States when implementing the Conference's Resolution.

   Accordingly, and as a result of what has been said above, we encountered serious difficulties when carrying out the Conference's mandate and making a joint and systematic evaluation of both Resolutions.

2. Regarding the Resolution adopted in Stockholm, in view of the laconic nature of the replies from the States on this subject, we believe that the conclusions adopted by Professor Egger when he made his assessment remain completely valid. However, in our view, the following

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clarifications should be added :

2.1 The school career and health record is being widely adopted but some countries have introduced it so recently that it is very difficult to evaluate its results in any other respect. From that point of view, the situation is completely satisfactory. There is a danger, however, that the whole system might be jeopardised because the record is not yet available in some countries. Therefore, it would be preferable to await the final evaluation to be made by the Council of Europe.

2.2 Regarding the training of teachers, educationists and tutors, although the situation has evolved considerably since 1976, it is still extremely precarious, both as regards the teachers from the host country responsible for instructing migrant children, and those from the country of origin who teach them their native language and culture.

In this respect, it seems to us that the investigation carried out by the Council of Europe could throw considerable light on the topic, both with regard to the contents of training and the way in which it is carried out in all material aspects including co-ordination. Accordingly, we believe that greater collaboration is necessary between host and native countries, together with a better mutual understanding of their respective teacher-training systems in order to plan joint projects and also joint action.

3. Regarding the implementation of bilateral agreements, we believe that it is extremely difficult to evaluate the present situation, both because of the few agreements so far concluded and also because, at our level, little is known about their actual operation. Although it is possible to say that there have been certain developments in this practice, it cannot be denied that at present nothing is known about the actual operation of the system. Thus, it would be desirable to study this aspect in greater depth.

4. Regarding the problem of return home, which has become more acute in recent years, the present structures in the host countries and in the countries of origin are alarmingly inadequate and the results now being obtained in practice are indeed distressing. A migrant child who returns home as a pupil might well be regarded as a foreigner in his own country. Therefore, from all points of view it is necessary for the international organisations to draw up guidelines which can be implemented by the member countries, especially in this field where the need for action is so necessary.

Preparation for the return home serves no purpose if it is not followed up consistently when those concerned are back in their country of origin. Similarly, nothing can be achieved by a reception system set up in the country of

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origin if there has been no previous preparation in the host country. And the sad thing is that in some cases these structures exist, but, because of the absence of co-ordination, they are simply superimposed and do not form part of a single action. The importance of this topic is therefore stressed, as is the need for a more detailed study and also for activities carried out jointly by the emigration and immigration countries.

5. The teaching of the native language and culture is now widespread, but nevertheless it remains precarious because practical solutions to the educational problems are still a long way off. Thus work proceeds without any clear idea of what educational system should be set up to provide such instruction, although some of the experiments in progress might do much to clarify the problem.

On the other hand, these disciplines are not generally regarded as part of the integral training of migrant pupils and, in many cases, they are described as subjects to be studied in addition to the host country's curriculum, with all the serious consequences that entails.

The information contained in the member States' replies about such matters as: the times at which these classes are given, the assessment of results in relation to those obtained under the host country's school system, and the legal situation of teachers responsible for these subjects, provides ample evidence for this assertion. Therefore, we believe that work must be continued, and it is up to the host countries to play a leading part at the present time.

6. Regarding technical and vocational training, we are at the beginning of a new era as can clearly be seen from the member States' replies. Whilst realising the difficulties connected with the recognition of technical and vocational training, both for the host country and for the country of origin at the time of arrival and return home, we believe that native and receiving countries should redouble their efforts. We noted that there was scarcely any co-ordination between the two types of countries, and that accounts for our proposals for greater and more far-reaching co-operation designed to solve these serious and urgent problems.

7. It should be admitted that it was almost impossible, using the means at the Rapporteur's disposal, even to begin to attempt to assess the situation with regard to pre-school education, secondary general or vocational education for migrant workers' children, adult education, the educational problems of migrant women and, above all, the integration of the migrant family into its new socio-cultural environment.

In that connection, we recommend that a study in depth of this subject (to which the Conference should give high priority) be presented at the next meeting, prior to a

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detailed study which would establish the results obtained and propose adequate guidelines for action.

In short, we believe that the problem of the education of migrants and their children is far from being solved, nor is any rapid solution in view.

We humbly believe that although steps are being taken towards the solution of the purely educational problems, those arising out of the socio-cultural integration of the migrants and their children and the even more serious questions affecting the second generation are, if anything, more closely linked with socio-cultural integration than strictly technical and educational matters.

Therefore, it is felt that although the efforts so far made both by international organisations and the countries concerned are beginning to produce tangible results, we have reached a crucial period, precisely because of what has so far been done. We believe that the problem is all the greater in that people are beginning to become more aware of it and plans for its solution are taking shape. Any hesitation, retreat or deviation from the course mapped out might be catastrophic at the present time.